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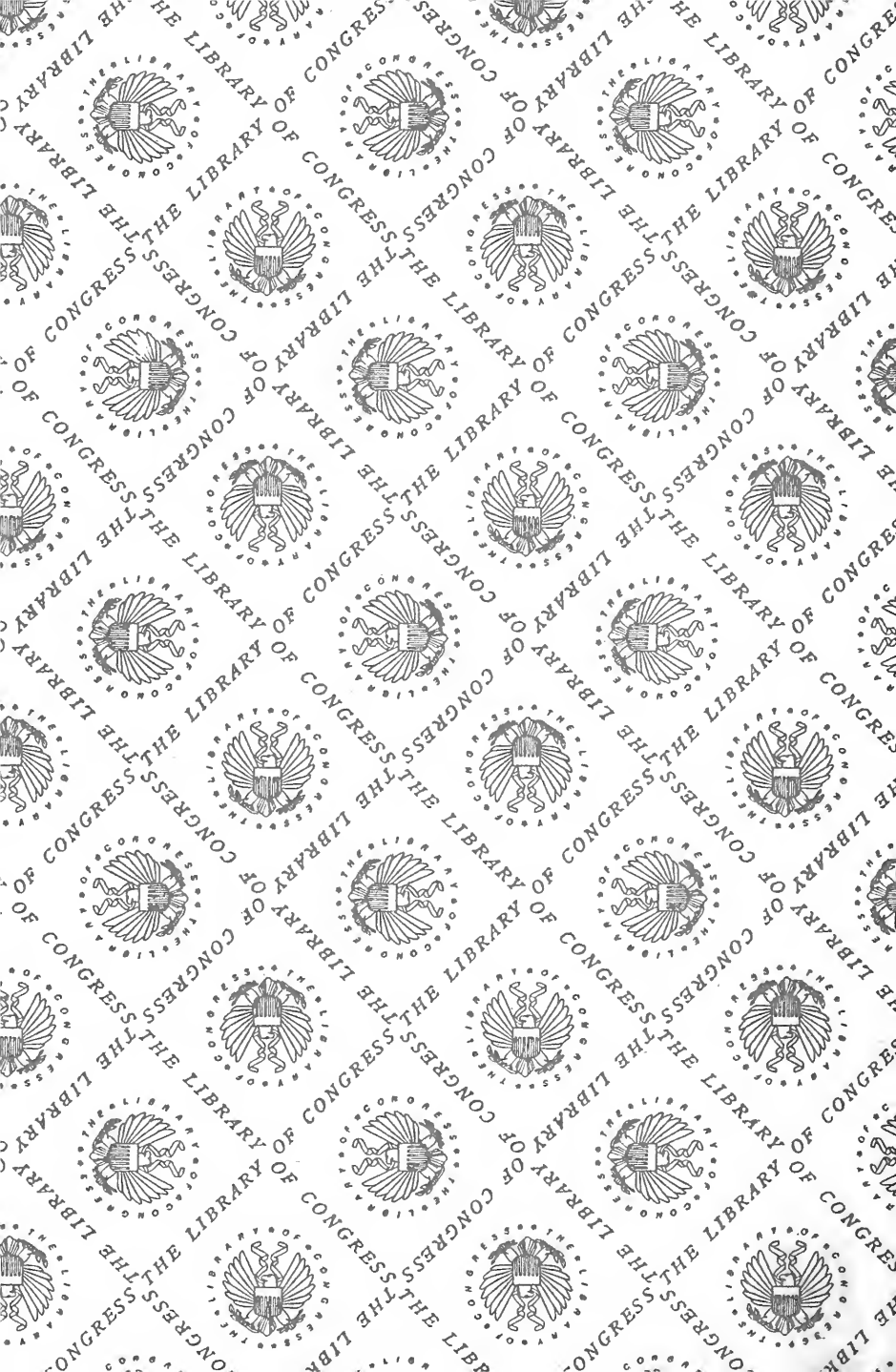
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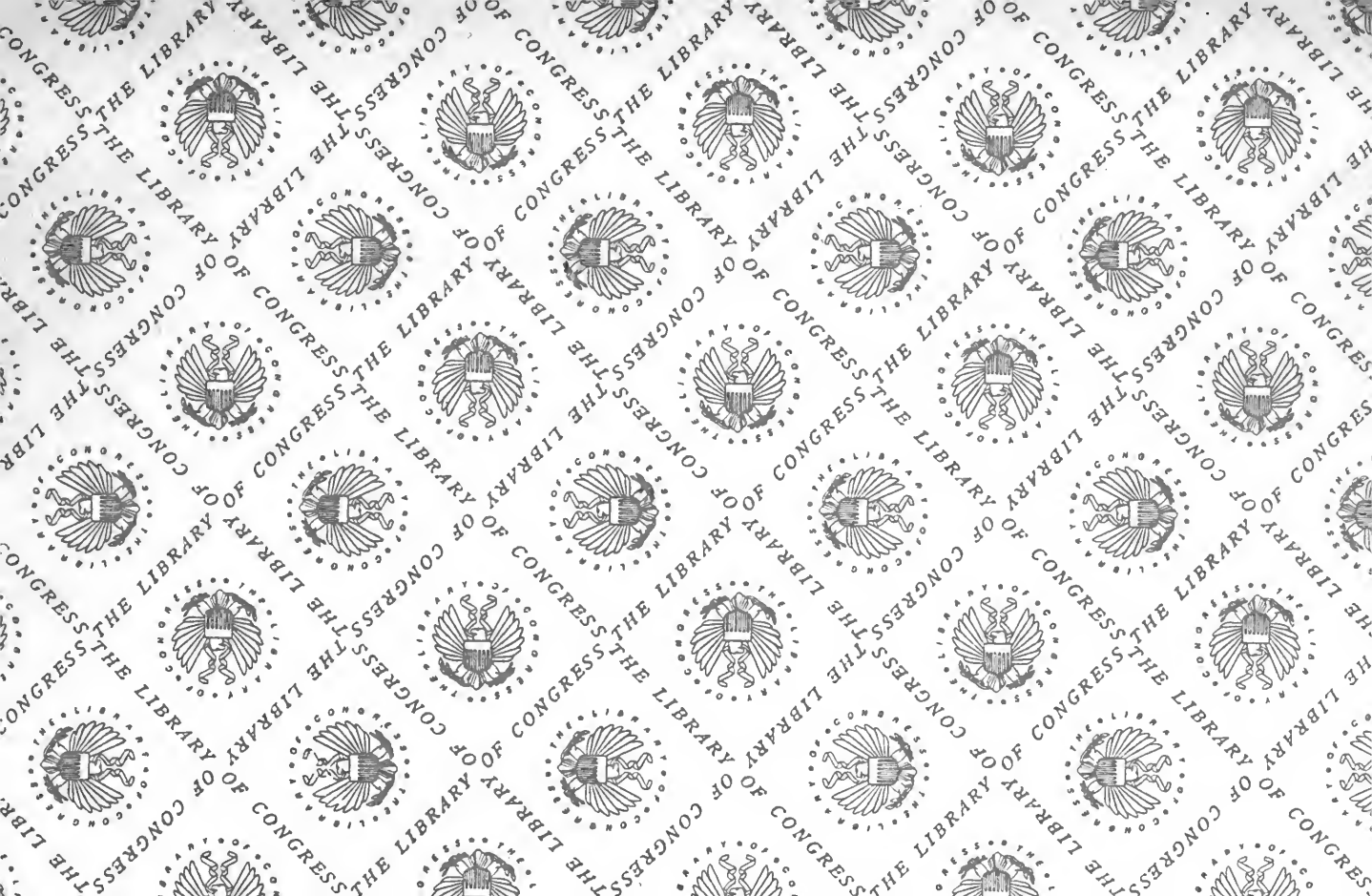
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FOREWORD

THE publication of this pamphlet is directly in the interest of the colored schools of Maryland. It is intended both as a report of the condition of those schools and a hand-book for the guidance and information of colored school teachers. Several County School Boards open the colored schools somewhat later than the white schools re-open and for this reason there is much information delayed beyond the time to include it in the Teachers' Year Book or the annual report of the State Board of Education. Consequently it was decided at a meeting of the Board held August 28th, 1907, to publish a separate report in which negro education should be discussed by leading educators of the race. There is a growing conviction among the State school officials that unless public sentiment is aroused on this phase of school work there is danger that instruction will become less efficient, from year to year, in our colored schools, because of the tendency to spend less rather than more money to support them properly.

In an address delivered before the Maryland State Teachers' Association at its last annual meeting held on the grounds of the Jamestown Exposition, I made the following reference to the colored school situation:

NEGRO EDUCATION.

"The outlook as regards the colored schools is not satisfactory. Prior to 1904 the school law required the county school boards to keep open in each election district one colored school as long as the white schools remained open. The new school law repealed that section when the minimum school year for white schools was lengthened from seven and one-half to nine months. There was practical unanimity of opinion at that time that it would not be necessary to have the same minimum for colored schools and the time the colored schools were to be kept open was left to the judgment of the county school authorities. It is now apparent the provision was not a wise one, for the reason that these schools are not as efficient as they were prior to the change in the law of 1904. The provision of a minimum salary for white teachers increased, at least in several counties, the amount spent annually on account of white schools. Whatever money remained was spent on the colored schools; and as this amount was comparatively small, the school term was reduced until now, in some counties, it is only five months. The annual salary of colored teachers in such counties is less than $150, and this meager sum fails to induce the best teachers to accept positions. Added to this exhibit the further fact that we have apparently abandoned institutes for the teachers of these schools and other organized

agencies for their betterment, the question naturally arises, "How can we best improve the colored school situation?" If our attitude toward the education of the colored child is one of indifference, we are making a mistake. He needs to be educated and trained, but his education and training should be of such a character as will prepare him for his vocation and make him fit into the conditions of community life with the least possible friction. The education heretofore given has probably not been adapted to his needs, and consequently when he has entered the sphere of work he has been a misfit. We must so plan instructions as to avoid these "misfits," whether the pupil be white or black. There is a right kind of education and training which when given our colored pupils, will benefit them by improving their efficiency. It is more expensive than the kind of work they have heretofore done, but we should not balk at a slight additional cost.

The morning session of the colored schools should be devoted to what we are disposed to call the formal studies or common school branches. This work should not go beyond the fifth or sixth year. The afternoon session should be given over to instruction in industrial arts, nature study, drawing, and construction work. The girls should be taught sewing, cooking, washing and ironing, and other household arts. The boys should be carried along such industrial lines as are followed at the Hampton School, as closely at least as our limitations will permit. The most effective way to do this will be to change the law pertaining to industrial colored schools and divert enough of the $1,500 appropriation to employ a graduate of Tuskegee or Hampton School to supervise the work of all the schools of the county, meet the teachers in some central point at least once a month for purposes of planning and instruction, and then visit the schools frequently to work with the teacher until the new plan of teaching is grasped. One supervisor might possibly take in charge the schools of two small adjoining counties.

The colored school situation is terribly embarrassed by a dearth of capable teachers. There should be established in the State one school with agricultural and industrial tendencies, where pupils could enter from the sixth grade of our public schools and prepare themselves, by taking a four years' course, for teaching. The school recently established on a farm in Howard county, near Laurel, seems favorably situated and might be procured by the State for such a purpose. We should be fair in our dealings with the colored school question, and it would seem that the state could well afford to establish a school where colored teachers may be trained for the new demands made on them for industrial education.

It is a trite but a true saying "anything which is worth doing at all is worth doing well." We must maintain schools for the education and training of colored children—we could scarcely avoid such provision if

we desired to do so. We must make such schools equal to the demands which will be made upon them. If the people wish these boys and girls, in addition to reasonable literary attainments, to acquire manual dexterity or skill so that they will meet the test of efficiency whether upon the farm, in the shop or factory, or in the home they must make possible schools where these colored children may receive such instructions as will capitalize them for such duties.

INDUSTRIAL SCHOOLS.

Since 1898 colored industrial schools have been established in the following towns:

Cumberland, Allegany county; Elkton, Cecil county; Salisbury, Wicomico county; Catonsville, Baltimore county; Denton, Caroline county; Easton, Talbot county; Annapolis, Anne Arundel county; Hagerstown, Washington county and Frederick, Frederick county.

Under the provisions of the present law it is possible to establish one industrial school for colored children in each county and, provided the schools makes an average of thirty scholars an appropriation of fifteen hundred dollars for its maintenance is made annually by the State. This appropriation reaches directly but one school of each county. The influences of industrial training are thus limited in a sense to one community. If this appropriation were spent in providing one or more supervising teachers who should visit frequently all the schools of the county and give necessary help to the individual teacher, all instruction would become more industrial and therefore more practical. Such a scheme as this seems all the more necessary because very few of our teachers have enjoyed that training which the teaching of manual arts requires. All school instruction needs to be enriched and at the same time to be harmonized with the needs of vocational life. Manual and industrial training and lessons in cooking, and other household arts should be given in every school and the judicious expenditure of fifteen hundred dollars will possibly bring to the work a capable supervisor, or if necessary, two such persons.

TRAINED TEACHERS.

The most vital factor in all this work is the teacher. Here is the pivotal point which, if neglected, will reflect injuriously on school work. Within the past few years we have changed our views touching the great purpose of school education. Two or three decades ago we were concerned with the pupil's memory and it scarcely occurred to us there were other faculties and activities which had to be reached and developed.

All this has changed, for we now agree the child has not only a head, but a heart and a hand, and all these must be educated. The scholarly attainments of teachers of those days will not "fill the bill" for to-day's requirements. These new demands, coming as they have so quickly,

have embarrassed the teaching profession because the requirements of the teachers' examination failed to include many things which teachers are now expected to know in order to be an apostle of the new education and modern teaching. If we take a survey of our own commonwealth we fail to find a State school where colored teachers may go and take a Normal course which will prepare them for that order of teaching now expected in our schools. The situation is much embarrassed because the supply of teachers—trained teachers—is but a drop in the bucket when we remember how many schools there are whose teachers are not equal to these new demands on teaching. The State years ago made a mistake in not providing a liberal appropriation for the Baltimore Normal, which with proper financial encouragement, could have furnished each year a creditable supply of trained teachers. With the agricultural, industrial and manual arts bias, or at least recognition, we must now give to our instruction, it would appear to be practicable for the State to own the school near Laurel, but located in Howard county and make an annual appropriation for its maintenance. Unless some step like this shall be taken there will be present the same dearth of good, capable and pedagogically trained teachers as now confronts us.

There is also a growing tendency to shorten the colored school year in several counties. With a school year of five months the school officials are unable to procure capable teachers for they will go where the year is longer and the salary proportionately larger. It behooves us to devise a plan which will give us some relief until a good normal training school gets in sight. A year ago the school officials of one of our counties offered to pay one half of the expense of each teacher who would attend the Hampton, Va., summer school. This departure should be imitated by the other counties. The atmosphere at Hampton is excellent and no one can take the summer course there and not be benefitted. Those who attend catch the spirit of the new things in teaching and in the absence of special training at home, it would mean a wonderful uplift to our schools if teachers generally could be sent there for six weeks of vacation months.

ACKNOWLEDGMENTS.

I wish to express my thanks to Dr J. H. N. Waring, Dr. Booker T. Washington, Dr. H. B. Frizzell and Prof. George Harrison for their contributions and their splendid spirit of co-operation. It is unnecessary to say to those for whom this booklet has been prepared that these men are pioneers of modern education and their suggestions are the results of hard study and long experience. They are entitled not alone to my thanks for the articles contributed for this publication but they are due our appreciation for invaluable services rendered the cause of education "in season and out of season."

Any teacher who failed to receive a copy of "The Teachers' Year Book" which contains programs and material for the three school anniversaries provided by law and also the revised course of study and much other valuable information for teachers, may receive a copy by addressing your county superintendent. If he should not be able to supply it you can get same by sending your request on a postal to this Department.

Respectfully submitted,

M. BATES STEPHENS,

State Superintendent and Secretary State Board of Education.

STATE OF MARYLAND

DEPARTMENT OF EDUCATION

ANNAPOLIS, MARYLAND

OCTOBER 1, 1907

State Board of Education

GOV. EDWIN WARFIELD, President
M. BATES STEPHENS, Secretary
CLAYTON PURNELL, Frostburg, Allegany County
Z. P. WHARTON, Stockton, Worcester County
ROBERT C. COLE, Roland Park, Baltimore County
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RUFUS K. WOOD, Sparrows Point, Baltimore County
WM. S. POWELL, Ellicott City, Howard County

State Superintendent of Public Education

M. BATES STEPHENS, Annapolis, Md.
B. K. PURDUM, Ass't, Annapolis, Md.

County School Superintendents

A. C. WILLISON	Cumberland,	Allegany county
HARRY R. WALLIS,	Annapolis,	Anne Arundel county
ALBERT S. COOK,	Towson,	Baltimore county
JOHN T. HERSHNER, Ass't	"	"
S. SIMPSON,	Westminster,	Carroll county
EDWARD M. NOBLE,	Denton,	Caroline county
GEORGE BIDDLE,	Elkton,	Cecil county
J. BRISCOE BUNTING,	Prince Frederick,	Calvert county
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WM. P. BECKWITH,	Cambridge,	Dorchester county
OSCAR B. COBLENTZ,	Frederick,	Frederick county
S. N. YOUNG, Ass't,	"	"
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WOODLAND C. PHILLIPS,	Ellicott City,	Howard county
CHARLES T. WRIGHT,	Bel Air,	Harford county
MILTON MELVIN,	Chestertown,	Kent county
EARLE B. WOOD,	Rockville,	Montgomery county
FREDERICK SASSCER,	Upper Marlboro	Prince George county
BYRON J. GRIMES,	Centreville,	Queen Anne's county
GEORGE W. JOY,	Leonardtown,	St. Mary's county
WM. H. DASHIELL,	Princess Anne,	Somerset county
NICHOLAS OREM,	Easton,	Talbot county
JOHN P. FOCKLER,	Hagerstown,	Washington county
H. CRAWFORD BOUNDS,	Salisbury,	Wicomico county
EDGAR W. MCMASTER,	Pocomoke City	Worcester county

A DIRECTORY

OF

THE COLORED TEACHERS

OF

THE COUNTIES OF MARYLAND

YEAR 1907-08.

DIST.	SCHOOL	NAME AND ADDRESS
8	1	Lillian Matthews, Westernport
14	1	Charles F. Simpson, Cumberland
14	1	Emma D. Sheppard, Cumberland
28	1	Emma L. Matthews, Frostburg

ANNE ARUNDEL COUNTY

1	1	Samuel Williams,	Lothiar
1	2	Gazelle Prann,	Hardesty
1	3	Chandler Chew	Bayard
1	4	Ellen Miller,	South River
1	5	Dora Marshall,	Rutland
1	6	Emma N. Calvert,	Davidsonville
1	7	Richard H. Neal,	South River
2	1	Wm. N. Butler	Annapolis
2	2	Bessie Brewer,	Annapolis
2	3	Richard Harris,	Chesterfield
2	4	Sarah Webb,	Waterbury
2	5	Mattie Holt,	Annapolis
2	6	Minnie Carr,	Annapolis
3	1	Lottie D. George,	Maynards
3	2	James O. Carter,	Marley
3	3	Pearl E. Wilson,	Glen Burnie
3	4	Amos C. Anderson,	Annapolis
3	5	Adele Phelps,	Annapolis
3	6	Wm. H. Howard,	Annapolis
3	7	Elizabeth Carr,	Annapolis
3	8	Elizabeth Matthews,	Revells
3	9	Mary E. Johnson,	Marley
4	1	Francis Taylor,	Woodwardsville
4	2	T. A. Thompson,	Jessups
4	3	Geo. B. Lowry	Gambrills
4	4	Thomas Johns	Laurel
5	1	Hezekiah Brown,	Glen Burnie
5	2	Florence Gaither	Harman
5	2	Fannie Waring,	Harman
5	3	Rachel Butler,	Williams
5	4	Maria L. Jones,	Brooklyn
5	5	Chas. L. Norris,	Brooklyn
6	1	J. W. Chase, Principal,	Annapolis
6	1	Elizabeth Snowden, First Assistant	Annapolis
6	1	Blanche Butler,	Annapolis
6	1	Martha Bishop,	Annapolis
6	1	Jennie Butler,	Annapolis
6	1	Henry N. Carroll,	Annapolis
6	1	Miranda Hamilton,	Annapolis
6	1	Jessie Thomas,	Annapolis
6	1	E. V. Kennedy, Domestic Science,	Annapolis
6	1	George Thomas, Manual Training,	Annapolis
8	1	Ellen Holmes,	Shady Side
8	2	Benj. Goodrich,	Friendship
8	4	Maude Neal,	Bristol
8	5	Loula G. Scott,	Churchton
8	6	Ella Tongue,	Tracy's

BALTIMORE COUNTY

1	21	Mamie R. Bruce,	Cantonsville
1	21	Lula B. Perkins,	Catonsville
1	21	Lula M. Watty,	Catonsville
1	21	Julia A. Moorman,	Catonsville
1	21	Bertha D. Boyle,	Catonsville
1	22	Fannie N. Briscoe,	Oella
2	21	Charles A. Redden,	Roslyn
2	22	George M. Patterson,	Granite
3	21	Keziah Pitts,	Pikesville
3	22	Alverta Norris,	Garrison
3	23	Louisa E. Wing,	Mt. Washington
4	21	J. Franklin Nelson,	Boring
4	22	Alfred M. Bailey,	Reisterstown
4	23	Minnie Chance,	Owings Mills
7	21	Ethel Hall,	Hereford
7	22	Alfred C. Kelley,	White Hall, R. F. D.
8	21	M. Catherine Wofford,	Oregon
8	22	Theresa E. Douglass,	Philopolis
8	23	C. J. Woodland,	Cockeysville
8	24	Elizabeth C. Johnston,	Lutherville
9	21	Maggie H. McAbee,	Towson
9	21	Mary B. Adams,	Towson
9	21	Mamie Gross	Towson
9	22	Jesse L. Nicholas,	Govans
9	22	Mary A. Logan,	Govans

DIST.	SCHOOL	NAME AND ADDRESS
9	23	Mary H. Saunders, Melvale
9	24	Ida S. Harris, Lauraville
10	21	Samuel W. Williams, Monkton
10	22	Florence Brown, Jacksonville
11	21	Royal G. Addison, Long Green
11	22	Ella True Miller, Loreley
11	23	Martha J. Johnson, Hartley
11	24	Lizzie Hawkins, Loch Raven
12	21	Priscilla V. Smith, Canton
13	21	Charles Dorsey, Arbutus
13	22	Grant E. Biddle, Mt. Winans
13	22	Laura E. Campbell. Mt. Winans
13	22	Mary E. Hughes, Mt. Winans
13	23	Jennie Warren, Halethorpe
15	21	Virginia E. Harris, Chase
15	22	Emma Q. Smith, North Point
15	23	George R. Carter, Walters
15	24	H. J. Lowers, Sparrows Point
15	24	Louisa G Briscoe, Sparrows Point
15	24	Florence V. Robinson, Sparrows Point

CALVERT COUNTY

1	1	Thos. H. Campbell.	Fraziers
1	2	Nannie P. Tomlin,	Lusby
1	3	Marie E. Kelley,	Mutual
1	4	Aurelia M. Brown,	Port Republic
1	5	H. M. Johnson,	St. Leonards
1	6	Sarah R. Gantt,	Mutual
1	7	Bessie Melbourne,	Olivet
2	1	Margaret T. Monroe,	Prince Frederick
2	2	Ida B. Freeland,	Willows
2	3	Lelia L. Johnson,	Prince Frederick
2	4	Elias Q. Plummer,	Adelina
2	5	Maggie M. Hawkins,	Huntingtown
3	1	Beatrice Parran,	Willows
3	2	Carrie Griffin,	Sunderland
3	3	Georgia A. Mitchell,	Dunkirk
3	4	Wm. A. Randall,	Chaney
3	5	Bessie I. Thomas,	Cox
3	6	Ada B. Tynes,	Lower Marlboro

CAROLINE COUNTY

1	1	J. B. Douglass,	Marydel
1	2	Virginia Henry,	Goldsboro
2	1	N. Gertrude French,	Goldsboro
2	2	Susie A. Earle,	Greensboro
2	3	Francis Carlisle,	Goldsboro
3	1	J. C. Briscoe, Principal,	Denton
3	1	Lucretia Kennard,	Domestic Science, Denton
3	1	Freeda Yemmans,	Denton
3	2	Emma O. Bailey,	Denton
3	3	M. C. Sammons,	Denton
4	1	Lyda G. Miles,	Preston
4	2	E. Gertrude Friend,	Preston
4	3	Lena Wainwright,	Ellwood
5	1	David E. Brown, Principal,	Federalsburg
5	1	Viola Smith,	Federalsburg
6	1	H. M. Butler,	Hillsboro
6	2	Mrs. Emma V. Laurence,	Denton
6	3	Isabel Byers,	Ridgely
7	1	Georgia Elliott, Principal,	Ridgely
7	1	E. Amelia Clark,	Ridgely
8	1	Agnes V. Downes,	Preston
8	2	Mattie E. Douglass,	Federalsburg
8	3	Annie B. Bell,	Preston
8	4	Grace M. Kirby	Hobbs

DIST.	SCHOOL	NAME AND ADDRESS
2	1	Jonas Thomas, Union Bridge No. 2.
5	1	Helen Grooms, Sykesville, No. 2
5	2	Benj. A. Arnold, Sykesville, No.2
5	3	Helen R. Jolley, Sykesville
7	1	Alice N. Costley, Westminister
7	1	Edw. L. Carey, Westminister
7	3	Anthony A. Jackson, Medford
9	1	Naomi Brown, Winfield No. 8
11	1	John W. Costley, Westminister
12	1	Corena Jolley, Union Bridge, No. 2
13	1	Augusta E. Henderson, Mt. Airy, No. 4
13	2	Ham J. Warner, Ridgeville, No. 7

CECIL COUNTY

Industrial School, Miss Daisy H. Cuney, Elkton		
1	1	Miss R. J. Walton, Cecilton
1	1	Lottie Walton, Cecilton
1	2	Lucy D. Jackson, Warwick
1	3	Lydia Johnson, Earleville
2	1	Lucy E. Moore, St. Augustine
2	2	Blanche Russ, Chesapeake City
3	1	Charlotte E. Slow, Elkton
3	1	Mahalah Turner, Elkton
4	1	Anna M. Johnson, Pleasant Hill
5	1	Annie W. Boyer, Elk Neck
5	2	Anna B. Fisher, North East
6	1	..... Rowlandville
6	2	..... Richardsmere
7	1	Gertrude F. Braxton, Port Deposit
7	1	Blanche C. Meredith, Port Deposit
7	2	Mrs. Emily T. Wilson, Principio Furnace
8	1	James E. Boddy, Conowingo
9	1	..... Calvert

CHARLES COUNTY

1	1	Cora Gillum,	Port Tobacco	5	2	Isabel Dyson,	Issue
1	2	Josephine Miles,	La Plata	5	3	Mrs. Frank Dyson,	Cooksey
1	3	Mrs. M. Brewer McConchie	Washington,	6	1	Maggie Blair,	White Plains
				6	2	Laura Hawkins,	Waldorf
2	1	Minnie E. Carroll,	Pisgah	7	1	Annie H. Butler,	Pomonky
2	2	Catherine E. Scott,	Brentland	7	2	Blanche E. Thomas,	Ripley
2	3	Lizzie S. Franklin,	Hill Top	7	3	Maude Mason,	Indian Head
3	1	Mrs H. C. Ward,	Naujemoy	7	4	Sadie E. Boarman,	Pomonky
3	2	F. Smith Thomas,	Grayton	7	5	Rosa Neal,	Pomfret
3	3	Annie B. Hart,	Chicamuxen	8	1	Jane Hawkins,	Bryantown
3	4	Rachel M. Brown,	Ironsides	8	2	Veronikah Gillem,	White Plains
4	2	Josephine Middleton,	Newburg	8	3	Florence Gillum,	La Plata
4	3	Lillian Diggs,	Bel Alton	8	4	Mrs. L. C. Wade,	Dentsville
4	4	Vacant		8	5	Mary J. Wade,	Hughesville
4	5	Sallie Dyson		9	1	James E. Diggs,	Hughesville
5	1	Marie L. Green,	Wayside	9	2	William C. Jennings,	Malcolm

DIST.	SCHOOL	NAME AND ADDRESS
1	1	Jennie Walker, Reliance
1	2	Helen Boggs, Finchville
2	1	H T. Johnson, Principal, East New Market
2	1	N. J. McGrath, Assistant, East New Market
2	2	Helen Henry, Hurlock
2	3	Nora Young, East New Market
3	1	Edw. H. Jolley, Principal, Vienna
3	1	Clarence Molock, Asst., Vienna
3	2	Louis F. Walker, Rhodesdale
4	1	Carrie Williams, Taylor's Island
4	2	Laura V. Mundy, Taylor's Island
4	3	Christiana Wilson, Golden Hill
5	1	Alice R. Smith, Lakeville
5	2	Joseph W. Griffin, Golden Hill
5	3	Sarah Bazzle, Crapo
6	1	John W. Chester, Golden Hill
6	2	Edith Wing, Hoopersville
7	1	W. W. Coleman, Cambridge
7	2	H. M. St. Clair, Cambridge
7	3	Benjamin Jenifer, Cambridge
7	3	Edward St. Clair, Cambridge
7	3	S. E. W. Camper, Cambridge
7	4	Minnie C. Kiah, Cambridge No. 1
7	5	Edward Opher, Cambridge No. 1
7	6	S. O. Sanks, Cambridge
8	1	J. H. Travers, Cambridge No. 5
8	2	J. H. Elbert, Cambridge No. 5
9	1	Helen Eves, Church Creek
9	2	John H. Keene, Church Creek
11	1	Thomas O. Johns, Drawbridge
11	2	Josiah Stanley, Aireys
12	1	E. Gertrude Jolley, Williamsburg
13	1	P. W. Price, Cambridge No. 3
13	2	Edith Clash, Bucktown
13	3	Mary H. Hughes, Cambridge No. 3
14	1	R. M. Stanley, Cambridge No. 4
14	2	Estelle Critchett, Cambridge No. 2
14	3	Levin M Lee, Cambridge No. 2
14	4	Stephen W. Jolley, Hawkeye
15	1	Sina J. Hughes, Hurlock
15	2	C. H. Green, Hurlock
16	1	Wm. E Stanley, Madison
16	2	Wm. W. Kiah, Woolford
17	1	Eliza E. Stanley, Salem
17	2	L. R. Stanley, Cambridge No. 4
17	3	John W. Farrare, Aireys No. 2

FREDERICK COUNTY

1	1	Jas. H. Robinson, Point of Rocks
1	2	Lavina McDaniel, Buckeystown
1	3	Richard H. Johnson, Doubs
2	1	John Wm. Brunner, 109 E. Fifth Street, Frederick
2	1	Elijah Freeman, assistant, 109 E. Fifth Steet Frederick
2	1	M. Priscilla Butler, Assistant, Frederick
2	2	George T. Day, Frederick
2	2	Jas. H. Bruner, Ass't, Frederick
2	2	Ella E. Holland, Ass't, Frederick
3	1	Mollie E. Wise, Middletown
7	1	James M. Weedon, Araby No. 1
7	2	Sophia V. Wheeler, Ijamsville
7	2	Martha J. Russell, Della
7	4	Rachel V. Proctor, Dickerson No. 22
8	1	John A. Loud, Libertytown
9	1	Thos. W. Brown, New Market
9	2	Sadie E. Burrell, Frederick No. 23
9	3	Adelaide Chambers, New Market
12	2	Wm H. Bell, Brookville
12	3	Jennie F Pleasant, Knoxville
13	1	Helen L. Loud, Mt. Pleasant
14	1	John W. McKinney, Jefferson
14	2	Nettie E. Jones, Frederick No. 4
18	1	R. Summer Bruce, Woodville
18	2	Sarah E. Herrod, Newport
19	1	Simeon Johnson, Union Bridge
19	2	Ella A. Jones, New Windsor
20	1	.....
22	1	George A. Whalen, Burkittsville
22	2	Mollie L. Bruner, Burkittsville
25	1	Robert E. McDaniel, Harper's Ferry
26	1	Fannie M. Bruner, Walkersville
		Domestic Science, Louisa Thomas, Frederick
		Manual Training, Wm. O. Wilson, Frederick

DIST.	SCHOOL	NAME AND ADDRESS	DIST.	SCHOOL	NAME AND ADDRESS

Oakland, Md., October 29, 1907.

MR. PURDUM,

Dear Sir: We have only one colored school in our county and it is not open now on account of not having an average sufficient.

Yours truly,

ED. A. BROWNING.

HARFORD COUNTY

1	1	Hannah Fleming,	Abingdon	3	4	Gertie Dodson,	Kalmia
1	2	S. A. Jones,	Clayton	3	5	Bertha Scott,	Benson
1	3	Anna B. Hooper,	Magnolia	4	1	.....	
1	4	Hattie E. Howard,	Aberdeen	4	3	Walter Washington	Rocks
2	1	H. M. Washington,	Level	4	4	Jessie Johnson,	Rocks
2	2	John I. Redmond,	Michaelsville	5	1	J T. Williams, Principal	Berkley
2	2	Virginia Wilson, Ass't,	Michaelsville	5	1	Mary Fleming Ass't.,	Berkley
2	3	Anna Cohen,	Cole	5	2	Virginia Carter,	Poole
2	4	Mattie Davage,	Webster	6	1	Abel Cromwell, Prin., de Grace	Harve
3	1	James T. Stanley, Prin.,	Bel Air				
3	1	Irene Ware, Assistant,	Bel Air	6	1	Cora Newsome, Ass't.,	Harve
3	3	Chas. G. Owens,	Churchville			de Grace	

HOWARD COUNTY

1	1	Albert Bently,	Elk Ridge,	4	3	Naomi Brown,	Daisy
1	2	Bessie P. Snell,	Ilchester	5	1	.....	..... Dayton
2	1	S. S. Oliver,	Ellicott City	5	2	Adelaide V. Hill,	Highland
2	1	Julia Neal,	Ellicott City	5	3	Julia Blue,	Atholton
2	2	Gertie Heath,	Ellicott City	6	1	Emma J. Williams,	Laurel
3	1	Benj. Goodrich,	Alpha	6	2	Walter C. Jones, Junction	Annapolis
4	1	Hattie L. Parker,	Cooksville				
4	1	Isiah Sommers,	Cooksville	6	3	Rosa L. Stewart,	Guilford
4	2	Florence Norris,	Poplar Springs				

KENT COUNTY

1	1	Alverta V. Green,	Millington	2	4	Cora Potter,	Galena
1	2	James H. Warner,	Golts	2	5	Honora B. Ennis,	Still Pond
1	3	Ellie Ballon,	Sassafras	3	1	Florence B. Page,	Worton
1	4	E. E. Davis,	Galena	3	2	Edith A. Hall,	Worton
1	5	Alverta Matthews,	Millington	3	3	Effie V. Johnson,	Worton
2	1	Alice L. D. Rasin,	Still Pond	3	4	Emily J. King,	Still Pond
2	2	Julia Wailes,	Kennedyville	3	4	Jennie Cotton,	Coleman
2	3	Bertha Clayton,	Millington				

DIST.	SCHOOL	NAME AND ADDRESS
4	1	Hattie F. Marshall, Chestertown
4	2	Bessie M. Rust, Chestertown
5	1	Stella Thompson, Rock Hall
5	2	Irene Smith, Edesville
6	1	Lillian Chambers, Worton
5	2	Charles B. Spriggs, Worton
7	1	T. K. Bruce, Pomona
7	2	Dora S. Tyler, Chestertown

MONTGOMERY COUNTY

1	1	Lulu F. Jordan Unity
1	2	Mattie Branch, Laytonsville
1	3	Lucy E. Prather, Etchinson
2	1	Paul Smith, Clarksburg
2	2	Gertrude F Herriot, Hyattstown
3	1	Sarah L. G. Dickson, Sugarland
3	2	Florence J. Hood, Martinsburg
3	3	Rachel L. Miller, Poolesville
4	1	Lucy Shepherd, Prin., Rockville
4	1	Louise V. Hicks, Asst., Rockville
4	3	Lumina Numley, Rockville R. F. D.
5	1	Nelson Lomax, Burnt Mills
5	2	Sophronia Hodge, Colesville
5	3	John W. Payne, Spencerville
6	1	Katie Betters, Seneca
6	2	Ada M. Henderson, Old Germantown
6	3	Fannie Riggs, Quince Orchard
6	4	Carrie B. Cook, Travillah
8	1	Laura O. Branch, Prin., Sandy Spring
8	1	Florida Lewis, Asst., Sandy Spring
8	2	Rachel Wall, Norbeck
8	3	Isabell Coates, Grifton
8	4	Blanche Howard, Brighton
9	1	Lillian Johnson, Washington Grove
9	2	Ida E. Jenkins, Cloppers
10	1	Gertrude W. Bailey, Cropley
10	2	Giles F. White, Cabin John
11	1	Carrie Dyson, Sellmans
11	2	Elizabeth Crews, Boyds
12	1	Queenie Hawkins, Damascus
12	2	Gertrude York Purdum
13	1	Rachel A. Randolph, Linden
13	2	Emma J. Washington, Wheaton

PRINCE GEORGE'S COUNTY

1	1	Gertrude Moxley, Beltsville
1	2	Virgie Sheeley, Avenel
1	3	L. A. Bruce, Branchville
2	1	Annie V. Moore, Bladensburg
2	1	Sadie L. Plummer, Bladensburg
3	1	William Washington, Upper Marlboro
3	1	Nettie Wade, Assistant, Upper Marlboro
3	2	Bessie Diggs, Westphalia
3	3	Teresa Pye, Croom Station
4	1	Mary Johnson, North Keys
4	2	E. J. Barney, Croom
4	3	Matilda F. Glascow, Westwood
5	1	Essie M. Lancaster, Piscataway
5	2	Mattie Patterson, Fort Washington
5	3	..... Accokeek
6	1	Minnie B. Green, Forestville
6	2	..... Camp Springs
7	1	W. L. Watkins, Hardesty
7	2	Mattie H. Goode, Collington
7	3	..... Mitchellville
8	1	Mary Reeder, Aquasco
8	2	Florence Scott. Westwood
9	1	Mamie L. Brown, Clinton
10	1	Ella M. Diggs. Laurel
10	2	Mary L. Adams, Laurel
11	1	Mary Wallis, T. B.
11	2	Edyth C. Wade, North Keys
11	3	Laura Cross, Cedarville
12	1	Mamie E. Proctor, Rosecroft
12	2	Elizabeth P. Harrod, New Glatz
13	1	John D. Broadus, Seat Pleasant
13	2	Lillian Dent, Glenndale
13	3	L. B. Webb, Landover
14	1	Agnes Queen, Bowie
14	2	Mabel Madden, Glenndale
14	3	Mell M. Jenkins, Lanhams
15	1	Emma G. Crawford, Meadows
15	2	T. M. Green, Rosaryville
16	1	Addie Moore, Brentwood

DIST.	SCHOOL	NAME AND ADDRESS	
1	1	Jas. M. Dickerson,	Barclay
1	2	Henrietta H. Chase,	Inglelside
1	3	Josephine Hall,	Sudlersville
1	4	Queen Thompson,	Sudlersville
2	1	Amelia Boyer,	Chestertown
2	2	F. Lincoln Nelson,	Church Hill
2	3	Bertha M. Owens,	Church Hill
3	1	.....	Centreville
3	2	Ernest Saunders, R. F. D.	Centreville
3	3	Laura V. Long, R. F. D.	Centreville
3	4	Maggie Bryson,	Centreville
4	1	Minnie Rochester,	Chester
4	2	Annie E Brown,	Stevensville
4	3	Adelia Munson.	Stevensville
5	1	Wm. H. Bales,	Carmichael
5	2	Jas. W. Reynolds, Prin.,	Ford's Store
5	2	Daisy Wilson, Ass't.,	Ford's Store
5	3	Alice L. Sadler, R. F. D.	Centreville
6	1	Eleanore Spicer,	Hayden
6	2	E. O. O. Saunders, R. F. D.	Hayden
6	3	Laura V. Handy, R. F. D.	Centreville
7	1	Geo. H. Lee,	Millington

ST. MARY'S COUNTY.

1	1	Laura Beal,	St. Inigo's
1	2	Cecelia Biscoe, Prin.,	Ridge
1	2	Lillian Rustin, Ass't.,	Ridge
1	3	Rebecca L. Owings	Ridge
1	4	G. B. Mahoney,	St. Inigo's
2	1	Wm. B. Thompson	Valley Lee
2	2	Martha Johnson,	Valley Lee
2	3	Constance L. Norwood,	Piney Point
3	1	Geo. H. A. Brooks,	Leonardtown
3	2	....	Clements
3	3	Bertha E. Somerville,	Red Gate
3	4	J. W. Yates, Jr ,	Compton
3	5	Ada P. Butler,	Brittain
4	1	James H. Stewart,	Hurry
4	2	Jas. F. Hite,	Budds Creek
4	3	Robert H. Chesley,	Oraville
4	4	Abraham Butler,	Charlotte Hall
5	1	Frances M. Jackson,	Huntersville
5	2	Mary A. Mack,	Charlotte Hall
5	3	Estelle M. Cole,	Charlotte Hall
5	4	Alice I. Taylor,	Oraville
6	1	Jennie L. Barnes,	Oakville
6	2	G. Clarence Thompson,	Hollywood
6	3	Marie Butler,	Morganza
7	1	Mary J Ford,	Milestown
7	2	T. Shirley Nelson, Prin.,	Palmers
7	2	Florence M. Naylor, Ass't.,	Abell
7	3	Estelle Price,	Blackiston
8	1	Lillian Lloyd,	Jarboesville
8	2	Emma Taylor,	Pearson
8	3	Nellie C Snowden,	Hermanville
9	1	John H. Dickerson,	St. George Island

SOMERSET COUNTY

1	1	W. H. Pollard,	Princess Anne
1	1	Dora E. Waters,	Princess Anne
1	1	Hulette E. Morris,	Princess Anne
1	2	Benj. F. Dennis,	Habnab
1	3	Joseph H. Hayman,	Eden
2	1	Sarah Bean,	Oriole
3	1	Thomas H. Dennis,	Marion
3	1	Nettie Wilson,	Marion
3	2	Vesta Waters,	Marion, R. F. D.
3	3	Ella Tilghman,	Kingston
3	4	Naomi Collins,	Marion, R. F. D.
3	5	H. T. McBride,	Marion, R F. D.
4	1	Florence Hayward,	Pocomoke City, Rt. 1
4	2	Clinton Collins, R. F. D.	Westover,

DIST.	SCHOOL	NAME AND ADDRESS
4	3	Laura King, Pocomoke City Rt. 1
5	1	Edwin Jones, Princess Anne Rt. 3
5	2	Maud S. Wilson, Princess Anne Rt. 2
6	1	F. D. Jones, Upper Fairmount
6	1	Minnie Horsey, Upper Fairmount
6	2	Dan J. Hall, Manokin
6	2	Lucy W. Collins, Manokin
6	3	Ada Custus, Fairmount
7	1	Horatio W. Jones, Crisfield
7	1	Annie H. Sterling, Crisfield
7	1	Rosina Collins, Crisfield
8	1	Lillie B. King, Crisfield, Rt. 2
8	2	Annie M Miles, Hopewell
9	1	Evelyn U. Waters, Chance
11	1	J. Emma Burris, Dames Quarter
11	1	Julia E. Waters, Dames Quarter
12	1	Robert H. King, Crisfield, Rt. 1
13	1	Parthina Waters, Westover
14	1	Clarence Cottman, Deal's Island
15	1	.....
15	2	Harry Cottman, Princess Anne, Rt. 1

TALBOT COUNTY

1	1	Robert H. Gibson, Principal, Easton
1	1	Isaac M. Turner, 1st Assistant Easton
1	1	Mary E. A. Stewart, 2nd Assistant, Easton
1	1	Hattie E. Tilghman, 3rd Assistant, Easton
1	1	Nellie E. J. Turner, Instructor Industrial Department, Easton
1	2	Alexander W. Turner, Principal, Easton
1	2	Maggie E. Downs, Assistant, Easton
2	1	Helen G. Turner, Principal, St. Michaels
2	1	Annie E. S. Jones, Assistant, St. Michaels
2	2	Georgine C. M. Moore, Royal Oak
2	3	Clifton A. Jones, St. Michaels
2	4	Julia A. C. Burke, Bozman
3	1	William H. Potts, Principal, Trappe
3	1	Flora J. Dyer, Assistant, Trappe
3	2	Estella M. Conaway, Oxford
3	3	Bertha L. Webb, Easton
3	5	Lavinia Downes, Trappe
3	6	John E. Friend, Principal, Oxford
3	6	Sarah E. Bantom, Assistant, Oxford
4	1	Samuel Staten, Matthews
4	2	Mary J. Breese, Easton
4	3	Celeste Hayman, Cordova R. F. D. No. 2
4	4	Virgie V. Fields, Cordova
4	5	Henry E. Turner, Longwood
5	1	Eliza M. Murray, McDaniel
5	2	Bessie E. J. Conway, Wittman

WASHINGTON COUNTY

1	5	Jas. F. Simons, Sharpsburg
2	4	Mayme L. Brooke, Williamsport
4	7	Mattie C. Johnson, Clearspring
5	11	Nimon L. Williams, Hancock
10	2	.....
11	7	Lois V. Evans, Weverton
15	11	.....
16	8	Katie M. Williams, Beaver Creek
19	5	Lulu M. Herrod, Eakle's Mills
21	4	John W. Williams, Principal, Hagerstown
21	4	.... Hagerstown
21	4	Cora S. Fletcher, Assistant, Hagerstown
21	4	Bessie C. Hopkins, Assistant, Hagerstown
21	4	Colored Industrial, Beatrice Carroll, Hagerstown

DIST.	SCHOOL	NAME AND ADDRESS
1	1	Olive Crawford, Mardela Springs
2	1	L. F. Holbrook, Quantico
2	1	Mary A. Polk, Quantico
3	1	Evelyn Pettyjohn, Wetipquin
3	2	Vacant Tyaskin
3	3	Edith A. Roberts, White Haven
4	1	Estelle Trader Gordy, Pittsville
5	1	Phineas E. Gordy, Salisbury
5	1	Arie A. Plumber, Salisbury
5	1	Jas. L. Johnson Salisbury
5	1	Mamie L. Houston, Salisbury
7	1	John W. Handy, Allen
7	1	Frances E. Stephens, Allen
8	1	Marie D. Warner, Fruitland
8	1	Vacant Fruitland
9	1	Mary L. Brown, Rockawalking
10	1	Mary A. McGlotten, Mardela Springs, Rt. 1
10	1	Edith M Davis, Mardela Springs, Rt. 1
11	1	Elsie L. Williams, Delmar, Del.
12	1	Gordon C. Davis, White Haven
12	2	Zenobia Jones, Nanticoke
12	2	Mae Howard, Nanticoke
12	2	Mayme A. Sawyer, Nanticoke
12	3	Ella T. King, Jesterville
12	4	Edna R. Walters, Clara

WORCESTER COUNTY

DIST.	SCHOOL	NAME AND ADDRESS
1	1	Stephen H. Long, Pocomoke City
1	1	Cassie J. Quinn, Pocomoke City
1	1	Daisy Waters, Pocomoke City
1	1	Sara L. Henry, Pocomoke City
1	2	Geo. W. Warrington, Pocomoke City
1	3	Esther Dennis, Pocomoke City
1	4	Fronetta R. Purnell, Pocomoke City
2	1	Edward J. Henry, Snow Hill
2	1	Louis J. Purnell, Snow Hill
2	1	Mary C. Long, Snow Hill
2	2	Joseph S. West, Snow Hill
2	3	Celia Castelle, Snow Hill
2	4	Lewis Robins, Snow Hill
3	1	Jonh H. Spence, Berlin
3	1	Wm. L. Fassett, Berlin
3	1	Katie Henry, Berlin
3	2	John C. Lewis, Berlin
3	2	Almira Fassett, Berlin
3	3	Mary R. Whittington, Berlin
3	4	Daniel S. Quillen, Berlin
3	5	Dollie Whittington, Berlin
4	1	Mary W. Henry, Newark
4	2	Helen Harmon, Newark
6	1	Georgianna Purnell, Snow Hill
6	2	Aline L. Truitt, Snow Hill
7	1	Eva Miles, Snow Hill
8	1	C. L. Anderson, Stockton
8	1	Henry Becketts, Stockton
8	2	Sarah Manuel, Stockton
8	3	Leslie T. Rowley, Stockton
9	1	Jeannette Wilson, Whaleyville
9	2	John S. Toadvine, Whaleyville

TABLE OF STATISTICS OF COLORED SCHOOLS

Statement Showing Number of Schools, Number of Teachers, Number of Different Pupils, Average Enrollment and Attendance, and Highest Enrollment for One Term for the Year Ending July 31, 1907.

Counties.	Number of Schools	Months Schools were Open	Number of Teachers			Number of Different Pupils	Average No Pupils		Highest Enrollment One Term
			Male	Female	Total		Enrolled	Attend.	
Allegany	3	9	1	5	6	373	315	233	348
Anne Arundel	39	4	13	43	56	3,859	2 408	1,383	2,417
Baltimore	34	10	13	34	47	3,039	1,699	1,134	1,776
Calvert	18	6	4	17	21	1,261	1,078	512	1,255
Caroline	20	6	7	17	24	1,226	1,001	651	1,186
Carroll	12	10	6	6	12	502	394	222	439
Cecil	15	9	1	17	18	802	673	408	780
Charles	31	5¼	1	30	31	1,629	1 450	795	1,610
Dorchester	42	4½	28	18	46	2,096	1,955	1 136	2,025
Frederick	30	7½	17	17	34	1,260	1,096	688	1 156
Garrett	1	7½	1	0	1	15	15	12	15
Harford	18	10	9	13	22	997	818	486	984
Howard	14	6	4	12	16	724	606	585	692
Kent	22	7½	7	16	23	1,401	1 165	700	1,254
Montgomery	31	7½	5	28	33	1,917	1 626	1,076	1,751
Prince George's	39	6½	4	37	41	2,174	1,382	1 015	1,782
Queen Anne's	21	7½	4	18	22	1,166	873	490	1,039
St Mary's	30	5	9	23	32	1,517	1,275	636	1,471
Somerset	27	5	13	32	45	1,847	1 721	1,028	1,784
Talbot	18	7½	7	19	26	1,441	976	754	1,291
Washington	10	9	4	9	13	422	335	236	379
Wicomico	17	5	6	20	26	1,428	1,197	874	1,380
Worcester	24	5	15	18	33	1,615	1,406	825	1 486
Totals	516	6 9	179	449	628	31,701	25,464	15,774	28,300
Baltimore City	15	10	47	129	176	12,774	8,848	7 425	9 400
Totals	531	7.09	226	578	804	44,475	34,312	23,199	37,700

REPORT OF THE COMMITTEE ON THE EDUCATION OF COLORED YOUTH IN MARYLAND.

To The Honorable,
The State Board of Education:

The undersigned Committee of your Honorable Board, appointed April 30, 1907, to investigate the methods of instruction in vogue at the most approved industrial and agricultural schools in this country for the education of colored youth and to report to your Honorable Board with recommendations for such changes in our methods of teaching colored youth as the committee deemed feasible and adapted to promote the usefulness, happiness and welfare of the colored people in this State, beg leave to report as follows:

1. Your Committee have inquired into the character of instruction given at Tuskegee Institute, at Hampton Normal School and at other leading schools for the education of negro youth, and find that the great aim of all these institutions is to fit colored children for the occupations in life which they are likely to pursue after leaving school.

2. Thus, your Committee communicated with Booker T. Washington, the efficient head of Tuskegee Institute, and received from him a most interesting letter from which the following extract is taken:

"We began first to study the needs and conditions of our people in this part of the South, that is, we found out in what direction the masses of these people were actually engaged. We found out that the majority were engaged in agricultural pursuits of one kind and another, another large portion were engaged in household service of one kind or another, and still another large element were engaged in mechanical work. We have sought to prepare people not only to do the actual work but also to train persons who could instruct others in these industries, in public schools and in smaller schools. We have now gotten to the point where nearly half the public schools have farming, gardening, sewing, cooking, table serving, etc. taught. We feel that we are now beginning to reach the masses of the people."

3. In a bulletin of Hampton School, it is stated that General S. C. Armstrong, the first principal and leading spirit of that school, declared it to be his conviction that,

"What the negro needs at once is elementary education and moral development. The race will succeed or fail" said he, "as it shall devote itself with energy to agriculture and the mechanic arts or avoid these pursuits, and its teachers must be inspired with the spirit of hard work and acquainted with the means that tend to material success."

After a somewhat thorough investigation of the whole subject of negro education, your Committee are convinced that the surest means of improving and advancing the negro race is to teach it to perform faithful and efficient service in some industrial occupation, such as agriculture, domestic service, or the mechanic arts.

In this connection your Committee desire to record the words of a negro school teacher on this subject:—He was accustomed after school hours and during vacation to put on his overalls and work in the fields, or with pick and shovel, for which he was condemned by members of his race, as they contended that a man who worked with pick and shovel was not fit for a school teacher. But to these criticisms he replied: "Such criticisms only create sorrow in my heart for the foolishness of so many of my race. Labor, said he, "is not only a necessity but a blessing. Only the idler feels it to be a curse; hence, I do not like the doctrine taught by these critics. To these evil teachings we can trace nearly all the turmoils, strifes and sufferings of the negro. As a weak race, let us elevate and better our condition by personal effort Do not ask for sympathy, but by our honest and reliable service demand justice! Cultivate the farm, exalt the plow, lift up the dish cloth, magnify the power of the broom, and do not betray our trust. Teach that labor in its most abject form degrades no man, but that man must lift up labor and magnify it. I want to be known as an honest, industrious and reliable negro. I insist that our boys and girls be taught the dignity of labor, which will pave the way to intelligent, industrious and independent citizenship."

Your Committee are pursuaded that there is much truth and force in these homely observations.

The question arises then, what can the public schools of Maryland do to bring about a realization by the colored people of the value of such precepts and how can they best be put into practical operation?

Your Committee have kept in view the fact that the colored people, in a sense, are still the wards of the State and that it is the duty of the State to teach them with patience and kindness the things that will fit them for their mission in life and at the same time promote their own true and substantial welfare and happiness.

Were it feasible your Committee would recommend the establishment of a department in every colored public school where the boys and girls

could be trained in industrial pursuits. For the present such a plan is not deemed feasible, but your Committee earnestly recommend County School Boards to use all funds appropriated for colored Industrial schools to the purpose for which they are intended.

For the present, therefore, your Committee must content themselves with recommending that the State Superintendent in co-operation with the county superintendents, by printed instructions and at teachers' institutes, impress upon colored teachers the views and convictions of your Committee as herein set forth, urging them to instruct their pupils under their care in practical things. Let them read to their pupils the printed recommendations of the Superintendent and insist upon their learning to do well and thoroughly whatever useful service their hands find to do, as the surest means to their advancement.

Teach them that mere book learning will avail them but little in the battle of life, that they must expect to fulfill the ordinance of the Creator who declared that "in the sweat of thy face shalt thou eat bread"; teach that ease and rest and pleasure are good things only when they come as the reward of work well done; that agriculture is a great industry and that farm labor is a most worthy and useful employment; that all labor is honorable; that domestic service is indispensable in every household and that its performance faithfully, honestly and efficiently is not only commendable but contributes to the sum of human happiness; that as they expect to dwell permanently in close neighborhood to their white brethren they should strive to gain the good will and respect of these white brethren; that they must not depend upon any mere statute law to make them better or more respected citizens, but that they must work out their own advancement; that the honest acquisition of property is an evidence of progress; that thrift will add to their own self respect and the respect of others: that moral development and the spirit of hard work are indispensable, for in the practice of these lies their surest means of prosperity and happiness. Your Committee realize that these precepts are not new and that they are applicable alike to all races and conditions of men, but they are persuaded that the environment of the colored youth is such as to demand that these precepts be given special attention in our public schools. By the steady inculcation of these precepts a wholesome transition may gradually be brought about in the views of the colored people regarding the problems of life. A very little observation will prove to them that success is achieved more surely by steady, honest and sober industry in some useful employment than in any other way, and that the allurements of the various learned professions are mere

will-o'-the-wisps that leads to quagmires and despondency, with but few exceptions.

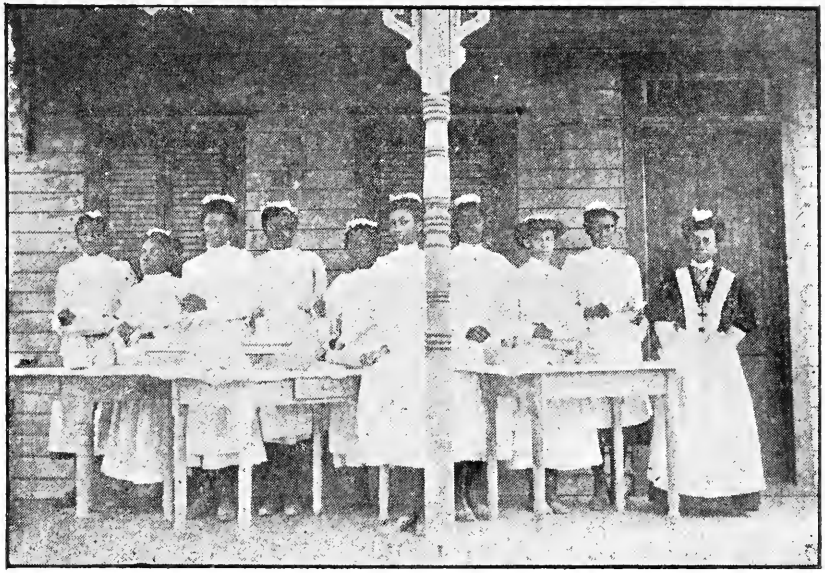
If the masses of the negro race can be taught to take a sensible and practical view of things in accordance with the teachings of their sincere well-wishers, a good beginning in the right direction will at least be made. And teachers in our schools may, so far as practicable, teach the children how to do many useful things to their advantage.

Your committee are aware that many of the teachers in our public schools for colored children are themselves deficient in training for the work here outlined for them and that they are in many instances unsympathetic with the idea that industrial and moral instruction and hard work are necessary to the advancement of the race.

While, therefore, your Committee do not deem it feasible to establish in every community colored industrial schools for colored children, where the boy may be taught farming and useful trades, and where the girls may be taught cooking, sewing, table serving, laundrying, and the like, they do deem it feasible and important that a trainnig school for colored teachers be established where these practical things may be taught and where the right precepts for the betterment of the race may be thoroughly inculcated. Such a school should be located in the country accessible from all parts of the State, and here real teachers for the colored people could be trained. They would, in the words of General Armstrong, become "inspired with the spirit of hard work and acquainted with the means that tend to material success." They would learn that "manual labor is not only a necessity but a blessing," and they would carry this spirit of industry and enterprise into the school room for the benefit of their pupils.

Thus gradually it is hoped the masses could be brought to accept these wise and helpful influences, and the future give promise of the races dwelling here together in peace and harmony and with mutual respect, kindliness and good will.

(Signed): GLENN H. WORTHINGTON,
RUFUS K. WOOD,
WILLIAM S. POWELL.



GIRLS' DOMESTIC SCIENCE CLASS. (Denton Industrial School).
J. C. BRISCOE, Teacher.

COPY OF LETTER TO BOOKER T. WASHINGTON AND THE REPLY.

Department of Education, Annapolis, Md.,
April 25th, 1907.

HON. BOOKER T. WASHINGTON,
Tuskegee Institute,
Tuskegee, Alabama.

Dear Sir:

The State Board of Education of Maryland, of which I am Secretary, is anxious to improve the condition of the Colored Schools throughout the State. Our members are satisfied that the instruction for both white and colored schools has been too formal and has disregarded too much the content element of education. We feel this especially true in regard to the colored schools, where the work has been almost wholly text-book work and the teachers rather poorly equipped. We think the course of study should embody more construction work, manual and industrial training and the domestic arts. Just how the best combination may be brought about is a problem. I am writing to you for suggestions. I feel like making an apology in doing this because of the many demands made on you but I am not satisfied to make my report to the Board until I know your views and get some suggestions. I am sending you herewith the course of study which was adopted for all schools in 1902. I may add that our schools, generally speaking, (and this is especially true of the colored schools) are not living up to its requirements. I am thinking of recommending that there be appointed for the colored schools of each county of the State a Supervisor who shall be a graduate of some such institution as yours and who shall meet, at least once a month, with the teachers and outline plans, and between such meetings devote all the time he can working with the teachers to inaugurate such plans. There is a provision in our State law, which with slight amendments will make this possible. Hence, I feel that if we adopt a new course of study with the industrial feature, it provisions can be carried out.

With best wishes for you personally and officially, I am,

Yours very truly,

M. BATES STEPHENS,
State Superintendent.

Tukesgee Institute, Alabama,
May 27, 1907.

Hon. M. Bates Stephens, State Superintendent,
Annapolis, Md.

My dear Sir:

I have received your kind letter of recent date, and have also received a letter from Hon. C. H. Worthington covering practically the same ground that yours does, and I am therefore taking the liberty of sending a copy of this letter to Mr. Worthington at Frederick, Md.

The value and importance of industrial training for all classes of people in all grades of schools is now so universally conceded that I think you will find very little opposition against such training among the colored people themselves. The questions which you ask are not easy to answer for the reason that each community and each state has to adapt education in a large degree to the immediate needs of the people to be helped.

I would say, in the first place, that it should be kept in mind that any kind of industrial education is more costly than mere literary education. One cannot teach the industries successfully without some kind of equipment. Not only this, I find by reason of their scarcity that one has to pay the average industrial teacher almost twice as much as is paid the average teacher in the usual public school branches. I mention this because I find in some instances where people do not seem able to keep the public schools in session longer than three or four months during the year, they are inclined to introduce industrial training without in all cases counting the cost.

You have in your own state a man whom I think can be of great service to you in working out a course of study that will be helpful to the negro people of Maryland. I refer to Prof. J. H. N. Waring, in Baltimore. I have known Mr. Waring for sometime, and only a few days ago I spent a good part of a day in seeing the work which he is doing in Baltimore for our people, which is practical and is meeting the needs of the colored people in the city in a way that I seldom have seen these needs met before. Of course he has not anything covering the needs of the people in the country as he is dealing with city children almost wholly, but I am sure Mr. Waring could easily assist in preparing a course of study that would meet the needs of the colored children in the small towns and country districts of Maryland. I was not only pleased to see what Prof. Waring was doing in the school room, but he took me into the city and showed me students who were actually putting the teachings which he had given them into practice. In short, there was a

connection between the school life and actual life such as I have seldom seen in any school. He is a man full of common sense and patience, clear-headed, and knows exactly the needs and condition of our people.

Here at Tuskegee Institute in our industrial work we have followed this method; we began first to study the needs and condition of our people in this part of the South, that is we found out in what direction the masses of these people were actually engaged. In making this study we foundout that the majority were engaged in agricultural pursuits of one kind and another. Another large portion of them were engaged in household service of one kind and another, and still another large element engaged in mechanical work. The latter is perhaps more true in this part of the South than in Maryland. We began emphasising industrial teaching at Tuskegee in proportion as these needs existed, laying our principal emphasis upon agriculture, all kinds of household service and mechanics. We have not only sought to prepare people to do the actual work, but also to train persons who could instruct in these industries in public schools and in smaller schools. We have now gotten to the point where in this county—Macon—for example, I should say that nearly half of the public schools have farming, gardening, sewing, cooking, table serving, etc., taught. We feel that we are now beginning to reach the masses of the people. In the rural schools I should strongly advocate the teaching of farming, gardening, something of wood work, cooking, table serving and sewing. If one or two schools were started in each county where industries were taught and which might serve as an object lesson for a few years for the other schools, I think it would be a wise plan. It would be very difficult, of course, to start off any large number of schools with the industries at once.

One mistake is sometimes made in introducing industrial training, and that is the lowering of the grade of literary or academic training. I do not believe that that is necessary. I believe that the industrial training can be made to assist the training in literary branches and the literary training made to assist the industrial training. Besides, whenever the course of study is lowered on the account of industrial training, I find that the colored people at once get the impression that an injustice is meant to be done them and the object is largely defeated. For example, here at Tuskegee we have our students go out into the gardens or field and measure an acre of land and then sometimes that acre of land is planted in turnips or cabbage and the student takes the problem as to the size of this field, the cost of the seeds, the cost of planting, working and harvesting into his arithmetic class, thus instead of a dry dead problem to be worked out in arithmetic the teacher and

student have a live problem before them in which they become much more interested than they would in a problem with which they had no vital connection. The same thing is done in connection with teaching carpentry, dressmaking, sewing, cooking, etc. Most of the essays written by our students are based upon their experiences in the kitchen, the laundry, the truck garden or the brickyard.

I am very much afraid, however, that I am not saying anything that will serve your purpose. I want, however, to help in any way I can, and if there are any further questions that you want to ask me, I shall be very glad to answer them, or if at any time you think it will help to see you and the members of your board I shall be very glad to have a conference with you.

The problem of having the white people in each community see and feel the benefit of negro education is a serious and important one, and at the same time it is one which all of us in my opinion must keep working at until it is properly solved.

Yours truly,

BOOKER T. WASHINGTON.

THE TRAINING OF NEGRO TEACHERS

President H. B. Frissell of the Hampton Normal and Agricultural Institute, Hampton, Va.

The question might naturally be asked: Why should negro teachers be trained differently in any respect from white teachers? There have been those who have agreed that there ought to be no difference; that because the negro has a mind and a soul as a white man has is sufficient reason for giving him exactly the same training as would be given any other teacher. This was the thought of many of the northern educators who first came into the South to teach the blacks. The college-bred man with his classical education was too apt to be their ideal.

Fortunately, better methods of training, both for whites and blacks, have been developed within the past thirty years, and much more regard is had than formerly to a man's environment and heredity. Men have come to realize that, while God has made of one blood all the nations of the earth, he has also made differences among men as he has among plants and animals. A horticulturist would be considered insane who should give the same treatment to a tropical plants and one that had had its birth on the rocky shores of New England, even tho both belonged to the same genus. As we come to study different races, we realize that each has its own peculiarities. The German is said to be phlegmatic, the Frenchman volatile, the Englishmen persistent, and the Chinaman non-progressive If we expect that a "cut-and-dried" course of treatment applied to these differing personalities will develop the same sort of character, and produce the best possible results, we shall be disappointed. While we realize that there are certain qualities that are common to all members of the human race, yet it is absurd to try to make an Anglo Saxon out of a Latin. The black and white and yellow races have certain characteristics which we are bound to respect, if we would do our best work with them.

What, then, are the characteristics of the negro that require us to adapt our training to his needs? Shut off from lines of commerce in the dark continent the Africans did not develop along the same lines as did their European brothers. Subjected to the enervating influences of a tropical climate, there was but little growth of will-power or of the work habit. Brought to this country as slaves and kept in slavery for

two hundred and fifty years, tho' they were instructed in many of the industries of the whites and gained much from the contact with them they yet had but little opportunity to learn the meaning of responsibility, of home life, or of the duties that belong to citizenship. They have not yet come to a point where they can compete with the white race in commerce or political life. Eighty per cent. of them live in the country and ought for many years to remain there. Removal to the city means for them increase of crime and disease, for they are shut out from most of the occupations that are open to other races and are forced to live crowded together in the worst parts of the city where rents are cheapest.

While opportunity should be given to those of exceptional ability to engage in other pursuits, the training of the masses of the blacks should be such as to fit them for the care of the soil. The great majority of the race in the South live in a condition of serfdom. They live on rented land, under the lien system of crops; their labor is unintelligent, and, therefore, to a large degree unproductive. So long as they remain in this condition it is impossible for the South, which is almost entirely dependent upon their labor, to make the progress that it ought. While the public-school system, to which the southern states have devoted over one hundred million dollars, has been by no means a failure, and no man can tell what would have been the result had millions of slaves been given their freedom without it, it has nevertheless failed to introduce into its curriculum anything which bears directly upon the improvement of the home and the soil. While the countries of Europe have been training their peasantry in agriculture and home indutries, so that countries like Norway and Sweden have been transformed within the last thirty years, the rural schools of the South, as indeed of our whole country, have been entirely given up to the literary side of education. The results have been disastrous. Both boys and girls have left school feeling that it was degrading to work with their hands, and yet they were unable to find work of a different sort. The word "education" has become associated in their minds with an entirely different life from that which they have been living. Any training which makes a man or woman dissatisfied with the occupations which are open to them is of doubtful good. Many southern men, seeing these results, have concluded that all education of the blacks is a failure. The mistake was not in giving them education, but in giving them the wrong sort of education. Where teachers have been sent out from agricultural and industrial schools, not only has the migration to the cities been stopped, but crime has decreased and citizenship has improved. * * * *

There are certain matters that must be given special emphasis in the training of such teachers.

1. So far as possible, race-prejudice is to be conquered. We sometimes speak as tho' race-prejudice exists only among the white people of the United States, but it is quite as strong in other races. The colored people distrust the white man's religion as well as his politics. A prominent Hebrew speaking to the students of a colored school in the South—a member of a despised race to members of another despised race—said that the two things that they must struggle against as oppressed people were race-prejudice and suspicion. An Indian boy, on being asked what he thought of white men before coming to an eastern school, said he thought they were devils. In her essay, delivered on graduating from one of our colored schools, a speaker declared that she had not wished to attend that school because it was controlled by white people. The mother of another student, when told of certain religious truths taught by one of her son's teachers, asked whether the teacher was white or black, and, when told that she was white, said she did not care to hear about what she said, for if she was white she could not possibly have any religion. To overcome this race-prejudice in the minds of the teachers of negro youth means much in a land where whites and blacks must live side by side. "I never knew the other side before," said a colored youth graduating from a school where he had received instruction from both northern and southern white teachers.

That this race-prejudice has been conquered in many cases is proven by numerous examples. When colored teachers have gone into southern communities and have sought the co-operation of southern whites, they have almost invariably secured it. In one place, where a teacher was anxious to help his people to buy land, a southern man not only sold him land at reasonable rates, but worked with him most patiently to get the negroes settled, and helped them to buy more land, giving up nearly his whole time to training them in habits of thrift and industry. A prominent southern banker has acted as treasurer of a negro school and issues appeals for its assistance from his counting-house. A prominent southern lawyer is treasurer of another negro school, and helps the colored man at the head of the institution, who has received industrial training, to get contracts for work. In each of these cases the teacher had been trained to expect the best things from the white people, and race-prejudice died a natural death. It is in the normal schools that the germs of race-prejudice should be destroyed.

A very important need of the colored race is the creation of the work habit. Slavery forced the black man to labor, and the revolt against it that accompanied emancipation was to be expected. An enthusiasm for manual labor is of vital importance in the education of teachers of the colored race. Manual and industrial training, therefore, should

have an important place in the curriculum of a normal course for colored teachers. There appeared in a recent number of the Review of Reviews an article entitled "Learning by Doing," in which the work of a certain school was illustrated. In that institution the whole emphasis is placed upon doing. The students are made to feel that the workshop, the farm, and the kitchen are as important as the class-room. Instead of making the industries stepping-stones to the school's academic department, they are placed at the top, and before a boy or girl is allowed to begin a trade, a certain amount of academic training is required. It is especially necessary that the relation between "education and vocation" be established in the case of the negro.

Another need of the colored race which its teachers ought to help to meet is the sense of responsibility. Because the race has been so largely dependent upon others, it has failed to develop this characteristic. They came out of slavery a race of children. Instead of being surprised at their mistakes, we should wonder that they did so well when thrown suddenly upon their own resources. On account of this lack of a feeling of personal responsibility there is an imperative need for the right sort of leaders among them, and their teachers ought to be their leaders. In order to develop this capacity for leadership they must gain the power of self government and learn how to control others during their school life. The more a normal school can be made co-operative, therefore, the better. The more the student can be made to feel a sense of responsibility for the good conduct of the institution, the better; and the more he is made to work for his own support and to help others, the better. Self-government and self-support ought to be prominent features in every colored normal school. Nothing should be given that the student can earn. The power of initiative that belongs to Mr. Booker T. Washington could only have come thru a training which placed heavy responsibility on the individual. Not only did he work his own way thru school, but during his school life he had much to do with the government and instruction of his fellow-students. He was trained in an institution that was a sort of industrial village, where he had a taste of the duties and responsibilities of actual life. * * * *

A colored normal school ought really to be a school for for civilization. The negro race knew little of home life during slavery, and has come but slowly to the true idea of it since that time. The church has been too long the social center of the negro race. The teacher ought to be trained in matters which have to do with the improvement and beautifying of the home. Domestic science ought to enter into every curriculum. Cooking and sewing should be taught to every girl in the

public schools of the South. Our work is never secure till it terminates in home life, which, as General Armstrong very truly said, "is the point of departure of civilization." Without it schools and churches can do but little. Many heathen may be converted to the truth, but so long as they live like savages, no matter what they profess, they attain only a low standard of morals and easily backslide. There is more and more need of giving prominence to domestic science in normal courses for negro teachers, because they belong to a race which has an alarming death-rate, which seems to many to threaten its extinction. Since freedom, the negros have lived on poor food and have been huddled together in poor houses. In some of our normal schools the students have made careful investigation of the homes of the colored people in their vicinity. They have studied their food supply, their method of caring for their children, and their domestic arrangements, endeavoring to bring about needed reforms. They have tried to make the people feel the need of fresh air, of personal cleanliness and purity, and of suitable clothing. In some cases they have taught them how to raise and prepare wholesome food of a kind that will help them to resist the diseases to which they are liable. In connection with this work in domestic science, they are able to make sociological studies of the communities in which they live. They are taught to study the church life, the schools, the industries, the local government; they are sent out to care for those of their own race in the jails and poorhouses; they teach in the Sunday schools; they read the Bible and sing to the poor and aged; and they mend the cabins of the destitute. In this way they not only gain a knowledge of their neighborhood, but they come to have a real interest in helping those around them. Teachers who confine their work to the schoolroom and are interested mostly in their salaries are of little value to the negro race. A normal school that fails to create a generous enthusiasm for helping in every possible way the communities into which its students go is of very little real value. The teachers of the negro race have an opportunity such as is not given to white teachers. They stand at the beginning of the real life of their people. They ought to influence their social, industrial, and religious, as well as their intellectual life, and their school training should prepare them to do this.

THE BALTIMORE NORMAL SCHOOL

FOR EDUCATION OF COLORED TEACHERS

N. W. Corner Saratoga and Courtland Streets

BALTIMORE, MARYLAND

GEORGE HARRISON, Principal

Letter From Prof. George Harrison,
Oct. 29th, 1907.

DR. M. BATES STEPHENS,
Annapolis, Md.

Dear Sir:

Replying to your request of recent date asking for my views on the education of the colored youth of Maryland, I state below what my experience seems to have taught me.

From recent discussion of this subject it appears that the school superintendents of Maryland, without exception have concluded that the present schedule, including eight grades, is too much to be attempted and that the work in the colored schools should be confined to the more elementary subjects; probably Reading, Writing, Arithmetic, History, Geography and Physiology; nothing less than this, I should say, could possibly make the colored people useful and intelligent citizens.

We have found almost invariably that pupils sent up to us from the county schools, who have attempted studies beyond those mentioned, know nothing of them. We must then conclude that the time given to these higher subjects has been largely wasted, both by pupil and teacher. But I believe that no teacher of the elementary branches named can succeed as the teacher of to-day is expected to succeed, without a fair acquaintance with the history of man and his struggle for the betterment of his condition, from the dawn of history in the far East to the present time. The successive rise and fall of world powers have instructive lessons for every teacher that will help him to make lessons in our own history more complete and attractive. The teacher of small children, who have learned to read and write, will find one of his most useful resources with these little fellows to be simple stories of the

planets and sun stars; of interesting characters in history who have played a great part in the affairs of the world; of what nature is daily doing about the child's home. I never knew the child that did not think the brilliant Jupiter and the fiery Mars objects worth finding and watching after being told where to look for them and how differently they would act from other bright stars, how they wax and wane, passing from the brightest objects in the skies to total invisibility. Many a country boy has felt a livelier interest in the valleys and "everlasting hills" about him when he has been told why the one yields a richer harvest than the other; when shown how weathering is steadily changing the landscape about us and has through long ages built up these valleys with material carved from the hills. Many a well written story has been retold in the boy's way, in his note book and preserved along with other interesting work to be shown on commencement day.

The teacher should be acquainted with well-known English and American authors. Occasion arises daily in the school room for the teacher to begin the first words of some familiar quotation, the whole class should take it up and repeat it in concert. In this way I believe an interest in good reading will surely be created.

Of course no teacher of to-day who deserves the name fails to realize that school and school work must attract the child small and large. The school of to-day has evolved from that tyrannous institution whose only motto was "spare the rod and spoil the child". My experience convinces me that no boy ever learned any lesson through his back, except that the whipper was a tyrant, who would not have dared to chastise him had he not been bigger and stronger. Nor was any boy ever a better boy for a thrashing; the stubborn are made more stubborn and the timid child often suffers a serious and permanent injury from such brutal treatment. Fortunately the good sense of the superintendents of to-day has led them to frown upon the use of the switch if not actually to forbid it. But that other though lesser evil "Stay in at recess" is still in vogue and some little fellow who sees nothing interesting in his teacher or the lessons the teacher pretends to teach, has to spend the noon hour in the vitiated atmosphere of the class room possibly without being allowed to eat his lunch, when he should be exercising lungs and muscles in the open air. When the normal child fails in his task, 99 times out of a 100, it is the teacher's fault.

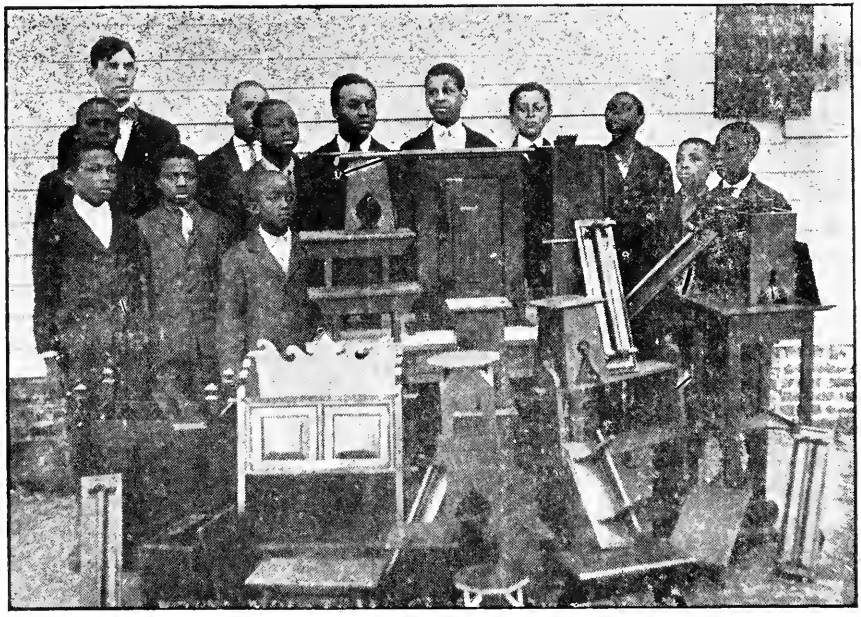
As to what all this has to do with the education of the colored youth I would answer, that while it would probably be well to confine these schools to the elementary branches referred to, yet there must be provided somewhere in the State, schools where the higher branches can be well taught to colored boys and girls who aspire to become

teachers of their race. Should the education of the colored teachers be confined to the elementary branches, then I believe their schools would become dull, unattractive places and the whole purpose would fail.

The Baltimore Normal School for the Education of Colored Teachers, meagerly supported by the State for the past thirty years, has bravely striven under many difficulties to send out to the colored schools of Maryland such teachers as I have endeavored to describe as worthy of the name; teachers that know the things they teach, that realize that no child can be forced to learn and know that the child is rarely responsible for his own shortcomings.

Very respectfully,

GEO. HARRISON.



BOYS' INDUSTRIAL CLASS. (Denton School).
LUCRETIA KENNARD, Teacher.

PROPOSITION BY TRUSTEES OF THE NORMAL SCHOOL

The following offer by the Trustees of the Baltimore Normal School for the Education of Colored Teachers was made to the State Board of Education at a meeting held in Baltimore on Thursday, December 5th, 1907 and which proposition is now being carefully considered by said Board:

Baltimore, Md., November 25, 1907.

MARYLAND STATE BOARD OF EDUCATION.

Gentlemen:

At a recent meeting of the Trustees of the Baltimore Normal School for the Education of Colored Teachers, the undersigned were appointed a committee to confer with your honorable Board, and to offer to transfer to the State of Maryland, the property of said school to be held by the State for the purpose of the normal education of colored teachers, under the direction of the State Board of Education. In virtue of our appointment, we hereby offer to execute a deed to the property on the northwest corner of Saratoga and Courtland Streets, which property is owned by our Trustees, in fee. The value of this property is estimated at $22,000. We also are prepared to transfer to the State of Maryland, a certificate for $3,000 of Baltimore City stock which stands in the name of our institution. The institution is the oldest in the State of Maryland for the instruction of colored people, and dates its origin from the invitation signed by seven men on November 25, 1864, calling a meeting "to consider the best means by organized effort, in view of the present condition of the colored people of the State, to promote their moral, religious and educational improvement." As a result of that meeting, an educational association was organized, which opened its first school in Baltimore City on January 3, 1865, and in the same month opened the first County School for the education of colored people, at Easton in Talbot County. As the City recognized the importance of schools for colored people, the work of primary education in Baltimore was taken out of the hands of the Association in 1868, and in 1870, the State of Maryland by statute law took up negro education for the Counties, and that part of the work of the Association was no longer necessary. Its activities were then limited to the conduct of a normal school in Baltimore City. For many years, Mr. Jos. M. Cushing, afterwards President of the State Board of Education, was at the head of the Board of Trustees, and un-

der his guidance the school was reorganized in accordance with modern methods, in 1893, at which time Mr. George Harrison, an experienced principal in the white schools of Baltimore County, was secured as Principal. Mr. Harrison still holds this position, and has rendered most efficient service. The curriculum of the school follows as closely as possible, the lines of work needed to gain teachers' certificates for its graduates, who have been uniformly successful in obtaining such recognition of their work at the school. A model school is conducted for the benefit of students in the normal course, in which course a three years' curriculum is conducted by Mr. Harrison and his two assistants. Mr. M. Bates Stephens, the State Superintendent of Education is thoroughly cognizant of the work of the school; has visited it and has delivered the address at the annual commencement, so that he can give full information as may be desired by you. The State has made an appropriation of $2,000 a year for the support of the school since 1872 and we now feel that the time has come when we can properly turn over the school and its property to the State, to be managed by the State Board of Education, as the Normal Schools for white teachers are managed. Our committee will be glad at any time, to give further information, or to have personal conference with the State Board of Education in reference to our offer.

Yours respectfully,

JNO. M. CARTER,
F. HENRY BOGGS,
CHARLES H. STANLEY,
BERNARD C. STEINER,
Committee.

LETTER FROM DR. WARING

Baltimore, Md., December 2, 1907.

DEAR PROFESSOR STEPHENS:

I am writing at my earliest opportunity in reply to your request for my opinion upon "the question of educating the colored youth more especially, and what the State should do to improve the colored schools."

I am truly glad that you are about to issue such a phamphlet as you speak of, in order that this all-important and "much neglected phase of public education" may be brought to the attention of the good people of the State, who I am sure are disposed to deal with the problem fairly and justly.

The deplorable condition of the rural colored schools of our State is due, as I have observed them, largely to at least five specific causes:—

(a) The employment of poorly equipped teachers.

(b) The lack of a State school for the training of colored teachers.

(c) The absence of courses of study specifically prepared to meet the needs of rural communities.

(d) The totally inadequate salaries which are paid colored teachers.

(e) The totally inadequate school term.

The rural school needs a teacher who is thoroughly rural, who loves the country and animates his children with the same feeling, who knows country life in all its ramifications, and the example of whose own life and ideals is an inspiration to the country youth to build up their home communities.

With all this natural equipment the rural teacher should have had the highest possible academic, professional and technical training for this all-important work. In my judgment, wise economy, prudent forethought, and statesmanship, all alike dictate the employment of colored teachers of high character and training in order that the seeds of industry, contentment, peace and good citizenship may early be sown in the hearts and minds of the children of the country districts, who are in the very nature of the case to be the bulwark of the future hopes of our State. Maryland can ill afford to hire a poor teacher. It is doubly necessary, for her own sake, that the colored rural teacher be one who can feel the heart throbs of his own people and turn their hearts and minds to right living. Only the trained teacher can do this.

The greatest educational need in this State today is a school for the training of colored teachers of rural schools. Under no circumstances should this school be located in any city or large town. It should be essentially rural in its ideals and environment. It should encourage

the youth from the counties to enter it for a training which should fit them to return to their county communities and build up their home neighborhoods. The enviroment of the city would be fatal to the success of such a school. It should be a school whose students, under the guidance of those who know and are a part of their race problem, can gain inspiration and skill for the work of reclaiming a people.

The other "border states", West Virginia, Kentucky and Missouri, are making strenuous efforts to improve the condition of their colored people. West Virginia has a fine plant worth about $150,000, and appropriates $12,000 annually for the support of her school for training colored teachers. Kentucky appropriates $8,000 annually for her $50,000 plant for the training of her colored teachers. At a cost of $125,000 Missouri has established at Jefferson City, the capital of the State, a colored normal institute, and at the session of the legislature which met two years ago, $77,400 was appropriated for this school. All of these schools, taught by colored faculties, are training hundreds of young men and women every year for teaching, and are also sending out into their respective States many others who are making for improved conditions among the colored people

In the states just mentioned, where liberal provision is made for the education of their children, the colored people are remaining in the country districts and are performing their part in developing the agricultural interests of their states. One of the most fruitful effects inuring from a liberal provision for the education of our colored children, is the fostering and cementing of cordial relations between the better classes of both white and colored people.

The matter of a suitable course of study for colored schools cannot be disposed of in a line or two. I do not believe that the State can in honor do less than provide for her black children the same advantages she offers her white children. It will be a decidedly more profitable investment to educate the colored boys and girls of the state than it is to provide penal institutions for black criminals. Our Baltimore Colored High and Training School has had 379 graduates, and so far as I am informed, not one of them is in jail. They are leading honorable, useful lives, and from an economic standpoint are earning wages averaging $700 or $800 annually. One of them conducts a business of probably $15,000 per year. Almost all that these people earn goes into the hands of white merchants. In the rural districts a farm laborer earns from $8 to $15 per month. This, likewise, goes to the white merchant. The man who is intelligent enough to own and run his own farm is worth from two to five times as much to the white merchants of the community. It would appear, then, that education and training rather

than ignorance and lack of skill make a man worth more economically to his state and community. A recent notorious case will illustrate this point. Ike Winder cost the state in the neighborhood of $2500 to secure his arrest, imprisonment, re-capture and execution. Taking Baltimore city as a basis, it would have cost the state $448 to educate him. Reasoning by analogy, if he had been educated here he would not have been a murderer. The state, in neglecting to educate Ike Winder, spent $2000 it might have saved, and lost the influence of a good man in the community, as well as his economic value to the white merchants of the state. It is a bad investment to maintain a degraded class of people in any state. It is a much worse investment to make any class in the state grow up with a grievance because they are being discriminated against. To provide for colored youth less than is offered the white youth is unjustifiable from any standpoint of morals or laws If Maryland will treat her black children with fairness and kindness and sympathy, she will find no more loyal sons and daughters, and will build up a yeomanry as dependable as any within her borders.

Now as to the specific provisions of a course of study I would say that a course of study should be planned to prepare the children for their community lives. In every school it should have the two distinct phases —academic and industrial. Where pupils can be found in sufficient numbers, provision should be made for academic instruction through all the grades of the elementary and high school courses. The industrial courses should be planned with reference to rural needs. Agriculture—including dairying, gardening, horticulture—work in wood and iron, planned with special reference to country industries, shoemaking and harness making, etc., might be considered for the boys. Cooking, sewing, laundering, nursing, domestic service, dairying, poultry raising, horticulture, and kitchen gardening might be considered for the girls. It must be remembered that the great masses of the colored people must for a long time gain their livelihood in the humbler occupations. It must also be borne in mind that a very large proportion of colored children leave school in the third or fourth grade. Great effort should therefore be made to develop some industrial skill and a high appreciation of the dignity of labor, and above all an intense love of the country. While this phase of the work should be carefully attended to, and it must not be forgotten that this is the most expensive kind of education, that other element from whose ranks the teachers of the future will be recruited, must be given the opportunity to get all the preparation possible before going off to the state school for higher training.

One of the great drawbacks to the progress of Maryland's rural schools is the poor salary paid her colored school teacher. With a sal-

ary of $50 to $100 per term, and with the opportunity to work but two or three terms out of the year, it is impossible to attract high class people to the work.

Another great drawback to the progress of Maryland's rural schools is the short term so generally offered throughout the state. In this connection it seems to me that what is needed is that the school term should be lengthened by state law to eight or nine months, and that a living salary should be offered in order to attract to our rural schools teachers who will be a help and not a hindrance in promoting the community interests in the rural districts of the State.

All that I have written might have been summed up in the one word —get a high-grade teacher and you will have a high-grade school.

I would venture the suggestion here that one of the best ways I know of to assist in securing good colored schools is to employ a competent colored man as supervisor, whose duty it would be to visit and help the teachers, hold institutes among them, plan the course of study, and recommend teachers. This work might very properly be included in the duties of the principal of the State School, if one is established.

Answering your questions with regard to the Laurel School and the Baltimore Normal School, I would say that the Laurel plant is in my judgment ideal for the establishment of a normal school. The state could not do better than buy and develop it. My statement further back in this letter that "the environment of the city would be fatal to the success of such a school" is a sufficient answer to the question about the Baltimore Normal School.

Hoping that I have not made too lengthy a contribution to your pamphlet, and wishing you every success in your work, I am,

Sincerely yours,

J. H. N. WARING.

COURSE IN INDUSTRIAL EDUCATION SUGGESTED BY LUCRETIA T. KENNARD, PRINCIPAL DENTON (MD.) INDUSTRIAL SCHOOL

The main object of an industrial education, is the training of the head, the heart, and the hand, and if these are trained properly, we need not fear about the coming generations, for they will be men and women.

The home surroundings have a great deal to do with the formation of a child's character, and the teacher has her share in this also, and we as teachers should see that every good and noble thing in that child should be developed.

In the first and second grades, it would be a good plan to have boys and girls learn the use of scissors in cutting colored paper in different designs, suitable for these grades, such as squares, circles, leaves, triangles, etc. These can be placed on card board and the best

ones tacked on the wall. Have them learn to make iron holders, this will include two of the first stitches in sewing, basting and overhanding or top sewing. They can also make dusters, and be taught to sew on buttons.

The teacher should be careful to notice that each child remembers what they have learned by keeping their clothing well mended. Encourage them to be as neat as possible.

The dusters can be used in dusting the room.

In the evening and at recess if convenient the teacher can have two children sweep the room, and several can dust with the dusters they have made.

In this way they are trained to be neat, and they will be proud of their room, because they are the ones that help to make it attractive.

Gardening for schools in rural districts is quite an attraction. Each child should have a little garden, with a few plants, if not vegetables, flowers, both are nice to have. The children will gladly bring seeds, a rake and hoe, and each one will be delighted to have his garden to look as beautiful as possible, and will be willing to come early in the Spring mornings, so that his garden may look the best. In the schools in the cities plants may be kept in the school room and the children should take care of them.

If clay can be obtained clay moulding is valuable in these grades.

In the language period they can be told stories about the needle, scissors, and the making of the materials used in sewing, and about different plants, etc.; and these stories can be reproduced, as busy work.

The older girls of this grade can keep the towels and dusters clean.

The boys find that her efforts have not been in vain.

In the 3rd grade continue with the gardening, clay moulding and general house-keeping for both.

Manual training can be taught to both, if convenient, and if not the boys can be taught chair-caning, and to keep the school house in repair.

The girls can be taught patching, the sewing on of hooks and eyes, the making of fancy work bags, and button holes.

If two or three of these room can be used for this training, a portion of, if not one of them, can be used as a bed room.

The girls can then be taught how to air and make a bed and the keeping of a bed room in order.

If there is not room enough for a single bed, two doll baby beds can be used, and will in a measure answer the same purpose.

The girls can make the little pillow cases and sheets and keep them clean, and they will be so glad when it is their turn to keep the bed room clean and in order.

Make all of their work as interesting as possible. Tell them the reasons for doing everything by certain rules; and they will begin to think of labor in a different way; teach them to see the beautiful side, lead them to think that it is honorable to labor. Christ labored while here on earth. He was a carpenter, and cannot we learn to work, as He has set us the example.

In the 4th, 5th, 6th, 7th and 8th grades, the girls should be taught cooking along with the general house-keeping. The boys can have the manual training or as carpenters, or upholstering.

In sewing have the 4th grade make pillow-cases, darn, (stockings

and clothes) make towels, sheets gingham aprons, table-linens, and their white aprons and caps for their cooking class. The 5th and 6th grades can make flannel skirts, under waists and white skirts. The 7th and 8th grades an infant outfit and plain dress for themselves. In the 9th and 10th grades dressmaking can be pretty thoroughly taught, more thoroughly in the 11th and 12th with millinery and embroidering, if there is time. For the articles in these grades the children can bring their own materials, or if the board supples them, they should pay for each article before taking it home.

There should be a reason given to the child for everything done. Awaken an interest in them and they will love to work because while they are working they are thinking and we are developing the best power in them. One of my pupils remarked that she did not know there was so much in making a fire to think about. All she ever thought of was getting the fuel in some way, and making it burn. Now she sees the reasons for making it in the right way. We are to bring out of the child what is in him, it is all there, only asleep possibly, and we must see that each good characteristic is developed and each bad one gotten rid of if possible.

It is the right training after all that makes the the man, the woman; and education is the main power; let it be industrial, or let the child go to college, but let us have in mind that we are building character; and I think industrial training is a good corner stone on which to build, for it is the training of the heart and hand as well as the head.

LUCRETIA T. KENNARD.

POINTS TO BE NOTED IN NEW SCHOOL CURRICULUM

1. Let the minimum school year in all counties be 7½ months.
2. Let the course extend through at least the sixth grade, because such work is necessary for preparation to enter Hampton. (See examination questions.)
3. Give the last period or one-fourth of the day to construction, manual or industrial work, under the guidance of the class teacher. (May be used as busy work, if pupils can go on alone). Under the foregoing head cardboard, paper work, basketry, chair caning, cooking and sewing might be taught.
4. Let the construction, manual or industrial work be taught by a teacher or teachers who are regularly employed in the school.
5. Let the work done by such teachers be supervised by some one who shall be competent to instruct in such work in a summer school and to suggest to the teachers from time to time and to see that planned work is carried out. In a case where two adjoining counties each have about ten schools or less, the work in supervision might be done by one person, but let competence be the chief aim.
6. Let a central Agricultural or Industrial and Normal School for the state, modeled after the Agricultural and Normal Department of Hampton be established in Maryland, to which pupils who have reached the sixth grade or who have done a specified amount of manual training, may go and be given a four years' course which shall fit them for much needed work. Let a site such as that of the Laurel Industrial School be purchased for the purpose mentioned.

JOSEPH H. LOCKERMAN,
WILLIAM H. McABEE,
MAGGIE H. McABEE.

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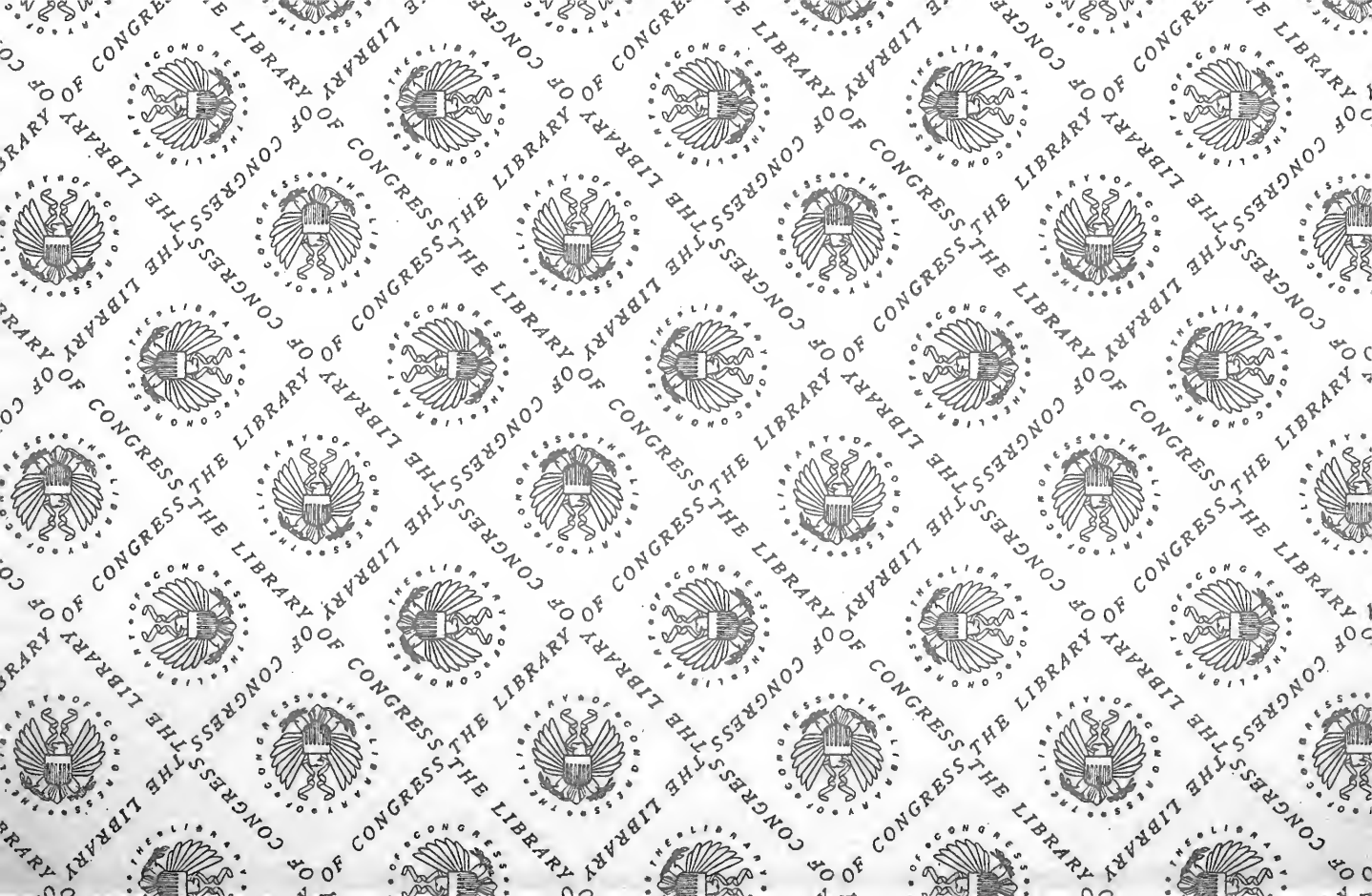
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